

Question and Answer Document
Stanford English Language Proficiency (SELP)
Assessment of Limited English Proficient (LEP) Students

The following questions and answers are designed to provide clarification on the administration of the SELP assessment and subsequent data collection. The questions were collected at regional SELP trainings and through on-going communication with stakeholders.

1. **Question:** How can the SELP test examiner best encourage a student to provide as much information as possible during the speaking subtest therefore avoiding one-word answers?

Answer: The warm-up and sample items of the SELP speaking subtest provide opportunities to practice appropriate responses. There are sample items for each item type of speaking subtest.

2. **Question:** Will proficiency level scores for 2005 be comparable to the 2004 scores?

Answer: Look-up tables will be provided so that proficiency levels on the SELP test for 03-04 will be comparable to proficiency levels for 04-05.

3. **Question:** Will the English language proficiency levels and reading proficiency cut scores be different this year for the SELP test?

Answer: Both proficiency levels and the cut scores (when the SELP reading subtest is used as a proxy for the Standards of Learning (SOL) assessment for grade 3 English and grades 5 and 8 English: Reading tests) will be reset this spring.

4. **Question:** May the test administrator record himself/herself read the test instructions and play the tape with each group of students instead of reading the directions to each test group?

Answer: Test directions must be read aloud to each group of students being tested.

5. **Question:** If a student, who is **not** using the reading subtest of the SELP as a proxy for the SOL assessment in grades 3, 5 or 8, takes the SELP test as a measure of proficiency during the first testing window (March 28-April 29, 2005) how should the demographic page be marked to show the correct testing schedule?

Answer: If a student is being assessed during the first testing window of March 28 to April 29, 2005, regardless of whether the child is using the SELP as a proxy or only participating for purposes of measuring English language proficiency, Schedule 1 should be gridded for Section J – Testing Administration.

6. **Question:** Which grade cluster reading subtest does a student take who needs remediation recovery?

Answer: Students should use the SELP for remediation recovery as follows:

- 9th grade students – take the High School Level SELP Test for proficiency measurement and the reading subtest of the Middle Grades SELP Test for remediation recovery.
- 6th grade students – take the Middle Grades SELP Test for proficiency measurement and the reading subtest of the Elementary SELP Test for remediation recovery.
- 4th grade students – take the Elementary SELP Test for proficiency measurement. The score on the reading subtest of the Elementary SELP Test will be used for remediation recovery.

7. **Question:** Who is eligible to use the SELP test as a proxy for the reading SOL test?

Answer: Students who are at proficiency levels 1, 2 or who are in their first year of enrollment in a U.S. school may use the SELP as a proxy for the reading SOL. [Virginia Consolidated State Application Workbook, Revised: May 26, 2004, Critical Element 5.4]

8. **Question:** Are the SELP reading subtests (when used as a proxy for the SOL assessment in grades 3, 5 and 8) and the plain English version of the mathematics SOL test counted in participation and proficiency when calculating adequate yearly progress (AYP)?

Answer: Scores of LEP students during their first year of enrollment in a U.S. school regardless of their proficiency level will be counted toward the 95% participation rate for the purposes of AYP, but they will not be included in the AYP calculations. Scores for all other students will be included in the calculations for participation and in the AYP calculations. [Virginia Consolidated State Application Workbook, Revised: May 26, 2004, Critical Element 5.4]

9. **Question:** What subtests of the SELP test do students on monitor 1 and monitor 2 status take?

Answer: Students at monitor status 1 and 2 take only the reading and writing subtests of the SELP. [Testing Memo No. 500]

10. **Question:** How should the proficiency level of an LEP student whose parents have refused services be gridded on the demographic pages, Section K?

Answer: The proficiency level of the student should be the same as the proficiency level currently assigned to that student and should be gridded appropriately. School divisions may determine the student's continued designation as LEP.

11. **Question:** If a student's parents refuse to allow the student to participate in the SELP testing, where is that documented on the demographic page?

Answer: Bubble number 5 under section Z of the demographic page should be filled in to show that the student's parent or guardian has refused to allow the student to participate in the SELP test.

12. **Question:** Where can the test administrator find writing samples that have been scored with the Virginia Writing Scoring Rubric?

Answer: The Speaking/Writing Training Manual contains student samples with explanations of the scoring for each sample.

13. **Question:** May the SELP test be used for placement purposes for 2005-2006?

Answer: Form A of the SELP test may be used as a placement test. Most school divisions have copies of Form A from the 2003-2004 test administration. School divisions who choose to use the SELP as a placement test will need to score it locally.

14. **Question:** How was progress [Section 3121(a)] measured from spring 2003 to spring 2004 for LEP students in spring of 2004?

Answer: In spring of 2003 school divisions reported student proficiency levels by grade clusters, K-2, 3-5, 6-8, and 9-12. In spring 2004, divisions reported student proficiency levels by individual grade levels, K-12. Grade level data reported in 2004 was collapsed into the same grade clusters that were used for reporting purposes in 2003-2004 in order to calculate progress for the two-year period.

After the data was collapsed into grade clusters, calculations were made regarding the percentage decrease of each proficiency level as well as the increase from one proficiency level to the next. The two percentages were compared and the higher of the two was used to report the progress percentage.

The following is an example and a graphic to provide further clarification.

School division X had 100 LEP students at proficiency level 1 in 2003. In 2004, there were 90 students at level 1 and 120 students at level 2. The report calculated the percentage decrease of the level 1 students, which in this example is 10% (10/100). Next, the report calculated the percentage increase of students moving from level 1 to

level 2, which in this case was an increase of 20% (20/100). The higher of the two percentages is 20%, which would be selected as the percentage increase in 2004 for students moving from proficiency level 1 to proficiency level 2. Similar calculations were made for each proficiency level. When all calculations were made, the final overall percentage was determined by taking the highest percentage of all levels. For example, if the percentages were 20%, 25%, 30% and 40%, the final percentage to measure progress for 2003 to 2004 would be 40%.

02-03

03-04

ELP Level 1 - 100 students	→ ELP level 1 – 90 students	10%
	→ ELP level 2 – 120 students	<u>20%</u>
ELP Level 2 - 200 students	→ ELP level 2 – 120 students	40%
	→ ELP level 3 - 300 students	<u>50%</u>
ELP Level 3 - 200 students	→ ELP level 3 – 400 students	100%
	→ ELP level 4 – 500 students	<u>150%</u>
ELP Level 4 – 250 students	→ ELP level 4 - 325 students	<u>30%</u>
	→ ELP monitor 1 – 275 students	10%

Overall proficiency percentage = 150%

15. **Question:** Why were some percentages for progress more than 100%?

Answer: In calculating percentages for progress, it is possible for the percentage of growth to be more than 100%. Please see the table in the previous question. An adjustment will be made in 2004-2005 calculations to cap the increase at 100%.

16. **Question:** How was proficiency measured from 02-03 to 03-04?

Answer: In 2002-2003, school divisions reported data for students in proficiency levels, 1, 2, 3, 4, and the number of students who had exited and been reclassified as non-LEP. In 2003-2004, school divisions reported data for students at proficiency levels 1, 2, 3, 4, monitor status 1, monitor status 2 and students reclassified as non-LEP. Because monitored students were not included in the data reported in 2002-2003, data for both monitor status 1 and 2 were included in the calculation in 2003-2004 in order to measure proficiency. [(Current Year's exit count / the current year's total number of monitor students) x 100] The following example provides additional clarification:

In 2003-2004, school division X had 30 LEP students being reclassified as non-LEP out of a total LEP population of 300.
 $[(30/300) \times 100] = 10\%$.

17. **Question:** If a school system reported numbers of students in grades K-1 at proficiency levels 3 and 4, and students in grades 2 at proficiency level 4, how will that data be included in the calculation for progress?

Answer: Students in grades K-1 who were listed as proficiency levels 3 or 4 will be counted as a level 2 student for the purpose of measuring progress for 2004-2005. Students in grade 2 who were listed as proficiency level 4 will be counted as level 3 as well.

18. **Question:** What year is used as the initial starting point for the use of the SELP as a proxy for three consecutive years?

Answer: The first year that Virginia allowed LEP students to use the SELP as a proxy was 2003-2004. Therefore, any student who used the SELP as a proxy in 2003-2004 would be eligible for the accommodation in 2004-2005 and 2005-2006 as long as their proficiency level was level 1 or 2.

[Virginia Consolidated State Application Workbook, Revised: May 26, 2004, Critical Element 5.4]

19. **Question:** When determining if a school division has met the AMAOs for proficiency and progress, are data from the SELP score used as the only determining factor?

Answer: Scores on the SELP test as well as a body of evidence are used by school divisions to determine student proficiency levels. Numbers of students at each proficiency level are reported to the Department of Education, not scores on the SELP.

[Consolidated State Application, September 1, 2003 Submission, Amended May 26, 2004]

20. **Question:** Can students go directly from proficiency level 4 to non-LEP? Is monitor status a score or a period of time?

Answer: Non-LEP students are defined as those students who maintain full proficiency in English by scoring at the proficient level on the reading and writing portions of the English language proficiency assessment for two consecutive years after formally exiting the language instruction program. This means that students are monitored and assessed for two years after scoring at the proficient level on the SELP assessment. They cannot move directly from proficient to non-LEP but must maintain their proficiency, as evidenced by their performance on the reading and writing portions of the SELP test, for two consecutive years.

[Consolidated State Application, September 1, 2003 Submission, Amended May 26, 2004]

21. **Question:** If a child takes advantage of the stopping algorithm, will he/she be counted in the calculation for participation?

Answer: Yes, students who need to use the stopping algorithm will be counted for participation relating to AYP.